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ABSTRACT

The question of how adult educators can make their teaching of adults more effective is explored in the context of recent work on adult lifelong learning. The following are among the topics discussed: (1) modes of adult education and the shift in focus from adult education to lifelong learning; (2) the contract between adult student and adult educator; (3) working definitions; (4) findings of lifespan studies regarding the general characteristics of adult learners and their implications for teachers of adults; (5) the nature of learning (learning and change; learner-based, context-based, knowledge-based, and process-based theories; diversity of ways of learning); (6) moving from learning to teaching (natural learning; learning episodes; acquisition and formalized learning; the uniqueness of adult learning; building on learning; is adult teaching different?); (7) goals and objectives (aims, goals, and objectives; setting goals; the value and limitations of behavioral objectives; widening goals); (8) the adult learning group (the importance of groups in adult learning programs; group structures; groups in adult education); (9) the changing roles of adult educators (group roles; resistance to change); (10) teaching (curriculum; content and methods); (11) blocks to learning (identifying the problem; pre-existing knowledge; self-perception factors); (12) evaluation (the need for evaluation; who evaluates?; evaluate what?; evaluation methods); and (13) different forms and levels of participation (active involvement; increasing control; presence). (Forty-one figures are included. The bibliography lists 205 references.) (MN)

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